

Pupil Premium strategy statement – Ely St. John's Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	366
Proportion (%) of pupil premium eligible pupils	13% (46 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24 academic year
Date this statement was published	29 th November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Ely St. John's Governing Body
Pupil premium lead	John Henson (Headteacher)
Governor / Trustee lead	Joe Henry (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,800 (estimated) (£16,228 received so far this academic year) (£49,572 estimated funding for remainder of academic year)
Recovery premium funding allocation this academic year	£5,655 (estimated) (£145 x 39 pupils)
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <small>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</small>	£0
Total budget for this academic year <small>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</small>	£71,455

Part A: Pupil premium strategy plan

Statement of intent

At Ely St. John's the fundamental guiding principle for increasing the attainment of disadvantaged pupils is to ensure high quality teaching and outcomes across a broad, balanced and engaging curriculum in all year groups. High quality teaching and evidenced based approaches to learning have been shown to have a significant impact on the progress of disadvantaged pupils. Therefore, school leaders are using our Teaching and Learning Policy, in particular our agreed list of non-negotiables for teaching, learning and assessment, to ensure that the provision for all pupils meets the school's expectations. Through performance management and twice yearly Pupil Progress meetings, teachers are held accountable for the progress and attainment of all their disadvantaged and vulnerable pupils. We aim to close the attainment gap between disadvantaged and non-disadvantaged pupils so that family circumstance or personal history do not limit the chances of academic and personal success.

As a school we retain our commitment (over several years) to significant staff training to maximise potential outcomes – including Cambridgeshire Therapeutic Thinking behaviour techniques; PACE and other strategies to support social and emotional needs. We acknowledge many of our Pupil Premium children have SEND and SEMH needs attached to this or to previous life experiences and expenditure is committed to building on associated strategies to ensure our training is being fully put into practice to support pupils in accessing learning successfully.

For Pupil Premium pupils who require additional academic intervention and support, we are using the pupil premium grant to fund some staffing costs for interventions, including the School-Led Tutoring initiative (from recovery Premium funding). Some of these are literacy and numeracy based and some are to support social communication and to develop emotional literacy / social and emotional mental health. We are also using funding to ensure staff are trained in certain strategies in line with researched methodologies. The quality of teaching, any interventions support and pupil outcomes are regularly monitored to ensure pupils are making good progress, and interventions are chosen from evidence-based evaluations. The outcomes and progress of higher ability disadvantaged pupils are also regularly monitored by the headteacher, who works with Key Stage leaders and teachers to ensure that the needs of the whole spectrum of our Pupil Premium cohort are met.

Improving access to opportunities is an important aspect of our strategy also. We fund school residential trips as well as school after school club fees and individual musical instrument tuition. The take-up and impact of this funding is recorded in the pupil premium budget.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Need arising from Pupil Premium pupils who also have a Special Educational Needs. The school has a 'Well Above Average' (IDSR '23) proportion of EHCP pupils. We have a number of Pupil Premium children who have ADHD or social communication disorders as well as pupils with SEND needs who do not have funding attached but who require additional intervention to progress.
2	Social, emotional and mental health need arising from contextual issues and/or exacerbated by the impact of gaps in learning as a result of interrupted schooling in pre-school/KS1 which has led to increased anxiety; attachment disorder; anti-social behaviours; lack of resilience for learning.
3	The 'early skills gap' - the impact on younger cohorts (EYFS, Y1 and Y2), and Pupil Premium pupils especially, who have missed/have gaps in early literacy (language development / reading / phonics / motor skills development) and basic number skills.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To improve phonics, vocabulary and listening skills in EYFS and Key Stage 1	<ul style="list-style-type: none"> - To maintain higher than national phonics screening scores in Y1 - Evidence of children using phonics successfully in reading and writing as evidenced in book scrutiny and guided reading assessments
Improved reading attainment for KS2 Pupil Premium pupils at the end of '23/'24.	<ul style="list-style-type: none"> - KS2 NFER test outcomes in 2022/23 show that more than 60% of disadvantaged pupils met the expected standard. (Link – National Disadvantaged Outcomes End of Key Stage 2 2022/23) - Successful take-up of places in School-Led Tutoring groups.

Improved maths attainment for KS2 Pupil Premium pupils at the end of '22/'23.	<ul style="list-style-type: none"> - KS2 NFER outcomes in 2022/23 show that more than 60% of disadvantaged pupils met the expected standard. - Successful take-up of places in School-Led Tutoring groups.
To train TAs appropriately to manage the needs of the children they work with (both SEND and social and emotional)	<ul style="list-style-type: none"> - That children progress along their attainment flight path from individual starting points and where behavioural needs or SEND needs complicate this, TAs are able to support pupils to impact on their ability to manage and therefore to make progress socially and academically.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£9,170**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments (NFER) and training of staff to analyse data to inform teaching next steps £1,850	<ul style="list-style-type: none"> - Standardised tests provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. - EEF 'Diagnostic Assessment – Evidence Insights' - Accurate and objective assessment outcomes provided 	1, 3.
Continued ELSA Training – Emotional Literacy Support Assistant – and intervention delivery/planning time	<ul style="list-style-type: none"> - ELSA SEND Services training programme - Recommendation by numerous external professionals on SEND paperwork to have an ELSA trained staff member 	1, 2

£3,420		
To carry out the yearly 3 hour refresher training for staff for CTT; the 6 hour foundation training for new staff and the refresher course for CTT tutors £1,500	- Our therapeutic behaviour approach enables high quality, needs-led support for all children. It enables us to support and impact on those children who are internalisers or externalisers and who require input to develop pro-social behaviours and resilience. It is a county approved model which requires 6 hours foundation training; 3 hours yearly refresher training and a commitment to our trained CTT tutors updating/refreshing their training regularly.	2
To invest in L3 TA time to provide support for the SENDCo to enable the SENDCo time to be devoted more to CPD for staff and supporting teachers to support those PP pupils with SEND £2,400	- L3 TA admin time to support SENCo – best value principle	1

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: **£16,150**

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-One TA support in KS2 to support Pupil Premium pupils with significant SEMH and other contextual needs £13,750	- School has had Attachment training for TAs and training on CTT all of which the staff put into practice when supporting our Pupil Premium pupils where appropriate. Additional support for pupils allows many to remain in the classroom to experience the quality first teaching of their peers.	1, 2

<p>School-Led Tutoring Strategy – target small group tuition for identified Pupil Premium pupils in KS2</p> <p>£2,400</p>	<ul style="list-style-type: none"> - National 'School-Led Tutoring' initiative – part funded by DfE. - Recovery Premium funding can be used to support with school costs of School-Led Tutoring 	2, 3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£45,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA time in EYFS, KS1 and KS2, above and beyond SEND linked funding to support social and emotional needs</p> <p>£27,200</p>	<p>The school has invested significantly in training for staff – Cambridgeshire Therapeutic Thinking Behaviour techniques; PACE and other strategies to support social and emotional needs. We acknowledge many of our pupil premium children have SEMH needs attached to SEND or to life experiences/contextual or family matters. Additional support for pupils allows many to remain in the classroom to experience the quality first teaching of their peers. Expenditure is committed this year to associated strategies to ensure our training is being fully put into practice to support pupils in accessing learning.</p>	1, 2.
<p>TA time for pastoral care work - chat time/=social skills work (individually + group) (9.5 hours of L3 TA time per week)</p> <p>£7,950</p>	<p>Therapeutic principles and training; CTT training / and PACE approach.</p>	2
<p>To provide free milk for Pupil Premium pupils</p> <p>£950</p>	<p>Milk is very healthy for growing children and many across England are already entitled to it through different schemes.</p> <p>It contains the vitamins and minerals vital for good dental health, bone development, cognition and it also</p>	2

	<p>plays a key role in a healthy diet. The benefits of milk make providing it to children essential, particularly in light of increasing rates of childhood dental decay, obesity and hunger.</p> <p>Encouraging children to drink milk regularly helps them to form a healthy habit when they are young and leads to them making healthier choices throughout their lives. School and nursery milk is a source of safe, healthy nutrition, regardless of their household income.</p> <p><i>(The School and Nursery Milk Alliance)</i></p>	
<p>To provide free music tuition for Pupil Premium pupils</p> <p>£300</p>	<p>CTT inclusion / equity; need for aspiration; belief in enrichment – commitment to a broad, balanced and engaging curriculum for all</p>	2
<p>To provide a free activity after-school club access for Pupil Premium pupils</p> <p>£3,600</p>	<p>Broadening horizons; developing aspiration and interest; encouraging talents; increasing opportunities</p>	2
<p>To pay for Pupil Premium pupils to attend residential trips in Y4 (Hilltop) and Y6 (Caythorpe)</p> <p>£5,200</p>	<p>Objectives supporting Outdoor Learning: 10 key outcomes</p> <ul style="list-style-type: none"> - enjoy participating and reflecting in outdoor activities and adopting a positive attitude to challenge and adventure; enhancing overall well-being by gaining personal confidence and developing character and resilience through taking on challenges and achieving success' developing self awareness and social skills; increasing enthusiasm, self-reliance, responsibility, perseverance; extending key skills of communication 	2

Total budgeted cost: £70,520

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of 2022-23:

Outcomes:

Attainment at expected standard at end of year...

EYFS: (2 pupils) – *GLD (50%)*

Y1: (5 pupils) - *Reading (40%), Writing (40%), Maths (60%)*

Y2: (10 pupils) - *Reading (50%), Writing (40%), Maths (40%)*

Y3: (6 pupils) - *Reading (66%), Writing (33%), Maths (83%)*

Y4: (7 pupils) - *Reading (43%), Writing (43%), Maths (43%)*

Y5: (7 pupils) - *Reading (43%), Writing (29%), Maths (29%)*

Y6: (9 pupils) - *Reading (57%), Writing (14%), Maths (43%)*

Total: (46 pupils) - *Reading 21/44 (48%), Writing 18/44 (32%), Maths 20/44 (45%)*

Wider Strategies

After-School Clubs:

- £2960

- 34 PP children in total took part in extended activities - football, karate, funk-it up dance; musical theatre; forest schools; gym; dodgeball; drama; art club; French

- This remains a key part of our offer enabling PP children who may not otherwise take part in such activity, develop talent and interests

Residential Trips:

- Total: £4,896

Music Tuition

- £400 (two pupils)